



**Washington State Higher Education Coordinating Board  
Resolution Number 06-11  
2006-2007 High-Demand Enrollment Grant**

**Institution:**

Eastern Washington University

**Program:**

Communication Disorders

**Budget Amount:**

\$95,463

**FTE:**

9

**Proposal History<sup>1</sup>:**

The original proposal was dated 5-3-06.

The proposal text was updated by Eastern Washington University on 5-19-06.

**Notes:**

1. The proposal posted here on the HECB Web site reflects all updates.

**Program/Funding**                      **Expansion of Enrollment Opportunities in High-Demand Fields**

**Agency:**                                      **Washington Higher Education Coordinating Board**

**Title of Project:**                      **Expanding Enrollment Opportunities in Communication Disorders at Eastern Washington University**

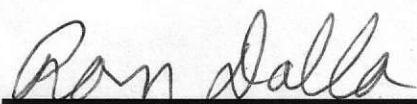
**Requested FTEs:**                      **9 FTES in FY06-07**

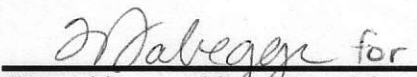
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# **Addressing the Shortage of Speech-Language Pathologists in the State of Washington by Increasing Enrollment at Eastern Washington University**

## **I. Program Description**

### **EWU's Communication Disorders Program**

The Department of Communication Disorders was established at Eastern Washington University (EWU) in 1962. It began offering baccalaureate and masters degree programs during the 1962-63 academic year. The undergraduate and graduate programs were both originally housed on the Cheney campus, but in 1989 the department joined with the Department of Speech and Hearing Sciences at Washington State University to establish a cooperative graduate program known as the University Programs in Communication Disorders (UPCD). At that time, EWU's graduate program was moved to downtown Spokane, initially residing in the Metropolitan Finance Building, but in 2002 the UPCD moved to the Health Sciences Building at the Riverpoint campus. Just recently, the Higher Education Coordinating Board (HECB) approved the physical move of EWU's undergraduate program to the Riverpoint campus. Effective Fall 2006, the communication disorders program will once again be integrated within a singular facility.

EWU's communication disorders graduate program was initially accredited by the Educational Standards Board (now referred to as the Council on Academic Accreditation, or CAA) of the American Speech-Language-Hearing Association (ASHA) during the time the UPCD was established. The program has been continuously accredited ever since. The current cycle of accreditation is from September 1, 2003, through August 31, 2010.

Although the two institutions that make up the UPCD contribute funds, personnel, and resources to the graduate program, EWU's Department of Communication Disorders and WSU's Department of Speech and Hearing Sciences are autonomous. Each department has its own faculty and governance structure, and each program has a separate pool of candidates seeking admission into the UPCD graduate program. Annual quotas for graduate enrollment are set according to the number of faculty comprising each department.

Eastern Washington University's graduates are well prepared to provide assessment and intervention services to individuals across the lifespan and who exemplify a wide range of disorders of communication, including articulation and phonological disorders, fluency disorders, language disorders, voice disorders, and swallowing disorders. Similarly, graduates are trained to provide effective services to persons with hearing impairments, and to persons who exhibit severe communication disorders requiring

augmentative and alternative communication (e.g., assistive technology). EWU's graduates are prepared to be clinicians with high ethical values, who can think critically and respond effectively to novel issues and situations. Finally, graduates of the communication disorders program understand the importance of evidence-based practice and are able to educate their clients, colleagues, and the general public about the symptoms, characteristics, prevention, assessment and treatment of communication disorders.

Students are admitted into the graduate program as a cohort each fall. For most graduate students, the program is seven quarters in length (including summers). First-year students take approximately 43 quarter credits during the academic year; second-year students on average take 35.5 quarter credits. In total, the graduate program requires a minimum of 79 quarter credits for graduation. For the first year of study, students are engaged primarily in academic coursework, with clinical experiences being obtained in the UPCD Hearing and Speech Center on campus. For the second year, students take fewer academic courses, and consequently are primarily engaged in external practicum placements and research activities. In order to graduate with the master's degree, each student must defend his or her research in the presence of their research advisory committee, and also must pass an oral comprehensive examination. On January 1, 2005, the CAA instituted new requirements for professional certification. The new certification standards are competency-based and include 60 knowledge outcomes (acquired primarily through academic coursework) and 130 skills outcomes (acquired primarily through clinical practicum placements). Students must document compliance with the new certification standards through completion of the *Knowledge and Skills Acquisition (KASA)* form.

EWU's program in communication disorders is strengthened through partnerships with the educational and health care sectors. Practicing speech-language pathologists in public schools, hospitals, and other clinical facilities regularly accept graduate students for practicum placements during their second year of study. The UPCD also maintains an advisory board that convenes regularly to evaluate the graduate program and keep it relevant to current accepted practice.

As was mentioned above, the graduate program is housed in the Health Sciences Building (HSB) on the Riverpoint campus in downtown Spokane. Only four years old, the HSB is a state-of-the-art facility that includes adequate classrooms with high technology presentation systems, a large clinic space for the provision of speech-language pathology and audiology services to the public, faculty offices, a student workroom, offices for teaching assistants, several laboratories, and space for support staff. All spaces are adequately equipped with the latest technology to assist in research and the provision of clinical services.

EWU's program in communication disorders graduates excellent clinicians. Professionals who supervise EWU's students in external practicum placements regularly comment on how well EWU's students are prepared to meet the challenges of a diverse client base. The graduation rate from the

program is approximately 86%, which is above the national average. Eighty-eight percent of EWU's graduates pass the national examination in speech-language pathology on the first attempt, which is also above the national average. Finally, 100% of graduates who seek employment upon graduation find suitable employment, usually within a matter of weeks.

## **II. Responsiveness To Economic Need**

Washington's Community Economic Revitalization Board (CERB) fosters economic development through the stimulation of investment and job opportunities and the retention of sustainable existing employment for the general welfare of the inhabitants of the state. Similarly, the Growth Management Act lists 13 planning goals, one that encourages economic development throughout the state by promoting economic opportunity for all citizens of the state, especially for unemployed and disadvantaged persons. The proposal contained herein directly addresses this mandate. First, this proposal seeks to improve the lives of persons from under-represented regions of the state and from culturally and ethnically diverse backgrounds by engaging them in higher education. Individuals from these regions of the state who are recruited by, and enrolled in, the communication disorders program at EWU will reap the benefits of an occupation that is in high demand within the state. Persons with communication disorders in the public schools of Washington and in healthcare settings within the state will directly benefit from the expertise of these individuals, thereby improving the quality of life for many of Washington's most vulnerable citizens. These individuals will likely return to their home communities upon graduation, thereby making a significant economic impact upon those regions of the state that are in greatest need of health-related services.

Second and directly related to the first point, increasing annual enrollments from the current level of approximately 15 to the proposed level of 25 will provide employment opportunities for more of Washington's citizens. Finally, the public schools of the state of Washington would also benefit economically from this proposal. In the long term, having more speech-language pathologists available to work in the public schools of the state would cost less than having to contract for the needed services. In all, this proposal makes good sense not only in terms of its potential to address the shortage of speech-language pathologists in Washington, but also in terms of the economic impact it would have for the state.

### **III. Demonstration of Demand**

#### **Employer Demand**

##### *National Data*

According to the U.S. Bureau of Labor Statistics (BLS), the employment rate of speech-language pathologists is expected to grow faster than the average for over 700 occupations through the year 2012. In the BLS's estimates for the period between 2002 and 2012, speech-language pathology ranked 12th out of the large-growth occupations that require a masters, doctoral, or first-professional degree. The BLS estimates that 26,000 additional speech-language pathologists will be needed nationally to fill the demand between 2002 and 2012. This represents a 27% increase in job openings over the 10-year period. A total of 49,000 job openings will exist during the 10-year period due to natural growth and replacement of individuals who leave the profession due to retirement or change in career.

The greatest demand for speech-language pathologists appears to be in the public schools. Approximately five years ago, the U.S. Office of Special Education Programs (OSEP) conducted a study of personnel needs in special education (SPeNSE) as a national assessment of the Individuals with Disabilities Education Act (IDEA). School administrators from a nationally representative sample of districts, intermediate education agencies, and state schools for students with hearing and vision impairments were asked several questions about the recruitment of key personnel. Respondents reported 11,148 job openings for speech-language pathologists in the school setting for the 1999-2000 academic year. Fifty-nine percent of the respondents indicated that the greatest barrier to recruiting speech-language pathologists was "a shortage of qualified applicants." OSEP funded a study at the University of Connecticut on the national landscape of personnel preparation in early intervention (EI) and early childhood special education (ECSE). Speech-language pathologists were the most frequently cited personnel shortage category for providers of both EI and ECSE services. Seventy-six percent of states reported shortages of speech-language pathologists providing EI services and 85% of states reported shortages of speech-language pathologists providing ECSE services. In a 2004 national survey conducted by ASHA, 62% of school-based speech-language pathologists indicated that job openings were more numerous than job seekers in their employment setting. The U.S. Department of Education felt the shortage of speech-language pathologists was so severe that it included an entire section devoted to ensuring an adequate supply of highly qualified school-based speech-language pathologists in its *24th Annual Report to the Congress* on IDEA implementation.

Both the SPeNSE report and the 2004 ASHA survey indicated that the need for speech-language pathologists was most critical in the western region of the United States. In the SPeNSE report, 82% of respondents from the western region indicated that there was a shortage of qualified applicants for school-

based speech-language pathology positions. Similarly, in the 2004 ASHA survey, school-based speech-language pathologists in the western United States more often indicated that there were more job openings available than qualified applicants to fill the positions.

Although not as critical as public schools, health care facilities also report a demand for speech-language pathologists nationally. The 2002 ASHA *Speech-Language Pathology Health Care Survey* reported the largest percentage of unfilled positions were in pediatric and rehabilitation hospitals (61% of pediatric and 35% of rehabilitation hospitals reported one or more speech-language pathology positions as unfilled). The largest percentage of respondents indicating unfilled positions for more than six months came from skilled nursing homes (72%) and home health facilities (69%). Once again, the most frequently cited reason for experiencing difficulty in filling positions was a lack of qualified speech-language pathologists.

### *State Data*

The Washington Workforce Explorer (<http://www.workforceexplorer.com>) projects that the number of speech-language pathologists in Washington will increase from 2,185 to 2,614 from 2002 until 2012. This represents growth of about 19.6% over the 10-year period. The U.S. Department of Labor estimates that between 2002 and 2012, there will be a 21% growth in the need for speech-language pathologists in Washington. The Department of Labor forecasted an average of 80 openings annually in Washington.

As was mentioned in the previous section, national surveys on the need for speech-language pathologists in the educational and health care settings have indicated that the demand is greatest in the western region of the United States. State data confirm this finding. In his 2004 report, *Educator Supply and Demand in Washington State*, the Superintendent of Public Instruction revealed that in the area of support personnel, a considerable shortage exists for speech-language pathologists. For three nonconsecutive academic years (1999-00, 2001-02, and 2003-04), there were 171, 182, and 187 openings in the public schools statewide. The demand for speech-language pathologists was greater than any other profession within the support personnel category. For the calendar years 2002 and 2004, speech-language pathology was rated highest in the "considerable shortage" category (a mean rating of 4.54 out of 5.00 each of the two years). In forecasting the need for replacement personnel for retiring professionals, speech-language pathology was rated the third greatest need behind special education and mathematics personnel. Summarizing the data according to the state's nine educational service districts (ESDs), seven (78%) considered the shortage of speech-language pathologists to be "considerable" while the remaining two (ESDs 101 and 123) considered there to be "some" shortage. According to these data, shortages of

speech-language pathologists in the public schools exist throughout the entire state, but especially in the central and western regions of the state.

There also appears to be a shortage of qualified speech-language pathologists in health care settings in Washington State. Hode's *Health Care Metrics Survey* (2004) indicated that nearly 16% of vacancies for speech-language pathologists in rehabilitation settings go unfilled. Consistently, speech-language pathologists were in the "hardest to fill" category for open positions in various health care settings.

At present, the four graduate speech-language pathology preparation programs in Washington (Eastern Washington University, University of Washington, Washington State University, and Western Washington University) do not appear to be generating sufficient numbers of speech-language pathologists to meet the ever-increasing demand in the state. Each program graduates approximately 20 new clinicians each year. Not all of these graduates remain in the state to practice, but instead return to their home states or countries to practice. To meet the demand in part, university programs must increase the annual number of graduates they produce.

### **Student Demand**

There is a demonstrated need for greater numbers of practicing speech-language pathologists in the state of Washington, but does student demand warrant additional enrollments in the professional programs at Washington's universities? At least from the perspective of Eastern Washington University, the answer is "yes."

Table 1 illustrates applications, enrollments, and denials for EWU's graduate communication disorders program over the past four academic years. Proposed enrollment for the 2006-07 academic year is also included in the last column of the table. As can be seen in the table, with the exception of the 2003-04 academic year applications from qualified candidates have steadily increased over the five-year period represented in the table. EWU's graduate program consistently accepts and enrolls between ten and 15 students annually, depending on the number of faculty who are available. As the number of applicants continues to increase, but the number of acceptances remains relatively the same, the number of denials increases (e.g., from 28 denials for 2002-03 to 39 denials for 2006-07). For the past four academic years, the EWU program in communication disorders turned back over 25 qualified candidates on average each year. These numbers indicate that there is the potential for an increase in enrollment provided the proper supports are in place to handle the increased load.



**Table 1**  
**Applications, Enrollments, and Denials Over Five Academic Years**

	2002 – 03	2003 – 04	2004 – 05	2005 – 06	2006 – 07 (Proposed)
<b>Qualified Applicants</b>	<b>47</b>	<b>34</b>	<b>35</b>	<b>52</b>	<b>63</b>
<b>Enrolled</b>	<b>19</b>	<b>13</b>	<b>13</b>	<b>20</b>	<b>24</b>
<b>Left Program</b>	4	0	4	3	0
<b>Net Headcount</b>	15	13	9	17	24
<b>Denied Entrance</b>	<b>28</b>	<b>21</b>	<b>22</b>	<b>32</b>	<b>39</b>

With concomitant demands by employers and prospective students evident, Eastern Washington University is in a position to assist the state of Washington in addressing the shortage that exists within the state for qualified clinicians. The remainder of this proposal will detail a plan for addressing that need.

## **IV. Plan for Addressing the Shortage**

### **The Proposal**

#### *Introduction*

The health care occupations (of which speech-language pathology is included) have been identified as a high-demand field by the HECB's *State and Regional Needs Assessment*. Speech-language pathology has also been identified by the Superintendent of Public Instruction as the category of support personnel having the greatest need in the public schools of the state. This need for increased numbers of speech-language pathologists appears to be considerable and statewide.

Eastern Washington University has long been proud of the fact that its niche in the academic world is as an institution of opportunity. For example, of all current freshmen who indicated the level of educational attainment by their parents, 55% indicated first generation status (first generation is defined as neither parent having attained a four-year college degree).

EWU also recognizes that individuals from certain geographic regions of the state or of diverse ethnic backgrounds have been traditionally excluded from participation in higher education. Geographic areas identified by the HECB as being under-represented include the Eastern Washington (exclusive of Spokane County), Northwest, Southwest, and Tri-County regions (a total of 18 counties). At present, 1,340 EWU students (13.6% of the student body) come from these counties. Similarly, 14.9% of the current student body consists of persons of various ethnic backgrounds (compared to 18% of the population of Washington state), including persons of African-American, Asian, Hispanic, and Native

American heritage. In fact, EWU has the highest proportion of enrollment of minority students among the comprehensive universities in Washington.

This proposal will not only detail a plan for increasing enrollment in the graduate communication disorders program, but will also specifically address the need to recruit qualified candidates from under-represented regions and ethnic groups in Washington.

### *Increasing Enrollment*

Eastern Washington University's Department of Communication Disorders will increase its 2006-07 cohort of first-year graduate students by a minimum of nine (9.0) full time equivalent students (FTES) over the FTES for its current (2005-06) cohort. Graduate students enroll in a mean of 43.0 quarter credits during the first year and a mean of 35.5 quarter credits during the second year. With 10 credits per academic quarter being considered full time, a single graduate student generates approximately 1.43 FTES during the first year and 1.18 FTES during the second year. To reach the proposed increase of 9.0 FTES, the program will enroll seven (7) more students than the number that entered the program at the beginning of the 2005-06 academic year (based on the mean FTES for first-year students, 7 additional students would actually generate approximately 10 FTES). The program's current first-year cohort equals a headcount of 17. Therefore, the communication disorders program will enroll a cohort of 24 first-year students at the start of the 2006-07 academic year.

Table 2 provides baseline data (2005-06, the current academic year) and projections for increased FTES over the next three academic years. Although the FTES for the current academic year is 36.20, one should concentrate only on the first-year cohort of students. The FTES for the current cohort of first-year students is 24.37. With a headcount increase to 24 from the current number of 17, FTES for the first-year cohort will increase to 34.40. This represents a net increase of 10.03 FTES for the incoming (2006-07) cohort of first-year students over the current cohort, which is in fact greater than the target of 9.00 FTES.

The net increase in FTES for 2006-07 by comparison to 2005-06 will be 18.32 (54.52 for 2006-07 compared to 36.20 for 2005-06), due to the fact that the present first-year cohort (which will be the second-year cohort in 2006-07) is larger than the current second-year cohort (a headcount of 17 for the current first-year cohort compared to 10 for the second-year cohort). Once the size of the first- and second-year cohorts begins to equalize, total FTES enrollment will increase to 64.23 for the 2007-08 academic year, and again to 65.42 FTES for the 2008-09 academic year, where FTES enrollment will plateau. By the end of the 2008-09 academic year, FTES enrollment will increase 80.7% over three academic years.

**Table 2**  
**Proposed Increases in FTES Over Three Academic Years**

<b>Academic Year</b>	<b>Yr</b>	<b>Headcount</b>	<b>Credits/Yr</b>	<b>Ttl Credits</b>	<b>Qtrly Avg</b>	<b>FTES</b>
<b>2005 - 2006</b>	2	10	35.5	355.0	118.33	11.83
	1	17	43.0	731.0	243.67	24.37
<b>Totals</b>		<b>27</b>	<b>77.5</b>	<b>1086.0</b>	<b>362.00</b>	<b>36.20</b>
<b>2006 - 2007</b>	2	17	35.5	603.5	201.17	20.12
	1	24	43.0	1032.0	344.00	34.40
<b>Totals</b>		<b>41</b>	<b>77.5</b>	<b>1635.5</b>	<b>545.17</b>	<b>54.52</b>
<b>2007 - 2008</b>	2	24	35.5	852.0	284.00	28.40
	1	25	43.0	1075.0	358.33	35.83
<b>Totals</b>		<b>49</b>	<b>77.5</b>	<b>1927.0</b>	<b>642.33</b>	<b>64.23</b>
<b>2008 - 2009</b>	2	25	35.5	887.5	295.83	29.58
	1	25	43.0	1075.0	358.33	35.83
<b>Totals</b>		<b>50</b>	<b>77.5</b>	<b>1962.5</b>	<b>654.17</b>	<b>65.42</b>

In terms of addressing the need for more speech-language pathologists in Washington, actual headcount enrollment will increase during the same time period from the current level of 27 to 50. By 2008-09, the program will be poised to send 25 new clinicians each year into the workforce; this corresponds to nearly a 250% increase over the program's current graduation rate.

### *Recruiting Under-represented Candidates*

The faculty of the communication disorders program at EWU is cognizant of the fact that a disparity exists in terms of students who typically enroll in the graduate program. Potential candidates from under-represented geographic regions within Washington and from under-represented ethnic/cultural groups should be identified and aggressively recruited. The program proposes to institute a recruitment campaign that will target potential candidates from the Eastern Washington, Northwest, Southwest, and Tri-County regions, as well as target individuals from diverse ethnic/cultural groups, such as persons of African-American, Asian, Hispanic, and Native American heritage.

Recruitment will take the form of two projects. The first project will involve the utilization of the latest technology for widespread dissemination of information about the communication disorders profession. Technology will include a CD-ROM and podcasting media that will be mass distributed to

high school career counselors and made available selectively to individual students who express an interest in the discipline. The CD-ROM and iPod media will consist of a short video presentation from a member of the communication disorders faculty who will provide general information about the profession (e.g., who we are; what we do; where we work; how much we get paid; etc.) as well as specific information about the communication disorders program at Eastern Washington University. These items, once completed, will be distributed to high school guidance counselors in the 18 counties that make up the four under-represented geographic regions identified above. CD-ROMs and iPod media will be distributed along with a letter that informs the career counselor that faculty from the communication disorders program are available and willing to come to their school to talk personally to students about the profession.

The second project will involve more face-to-face interaction with potential candidates at both the high school and college level. For example, once the CD-ROMs and iPod media are distributed to high schools in the under-represented regions of the state, students will be targeted by having a faculty member from the Department of Communication Disorders make a personal visit to the high school of any guidance counselor or school administrator who contacts the program about visiting with their students. Particular attention will be given to high school students of diverse ethnic/cultural backgrounds; these individuals will be strongly encouraged to attend EWU and consider a career in speech-language pathology. Students who are enrolled in other programs at EWU will also be targeted. The Chair of the Communication Disorders program will consult with foreign language programs at EWU to determine the viability of revising the communication disorders minor so that undergraduate students majoring in Spanish or French can transition more readily to graduate study in communication disorders. This would allow the program to recruit bilingual individuals into the profession. Similarly, students with a minor in African-American Education, American Indian Education, and Chicano Education will also be recruited aggressively into the communication disorders program.

Future decisions regarding acceptance of candidates for graduate study will pay particular attention to potential candidates who are bilingual and/or come from under-represented regions of the state. As the need exists in Washington and nationwide for more bilingual speech-language pathologists, potential candidates who are bilingual will be given priority placement as long as they possess the qualifications to enter the graduate program in communication disorders.

### **Requested Support to Implement the Proposal**

#### *Additional Faculty*

Substantive increases in headcount and FTES enrollment will require support in the form of an additional tenure-track faculty member. Because of issues related to accreditation of the communication disorders program, substantive increases in enrollment must be met by proportionate increases in faculty. Increasing enrollments while retaining the same faculty size will result in a higher faculty-to-student ratio. The American Speech-Language-Hearing Association, which accredits EWU's communication disorders graduate program, monitors programs to ensure that faculty-to-student ratios remain at acceptable levels. The addition of one permanent full-time, tenure-track faculty member will offset the increased headcount and FTES enrollments that will result from this proposal, keeping the current faculty-to-student ratio at acceptable levels.

The program will hire a doctoral-level candidate who has experience in either language development and disorders, public school-based practice, or both. The individual will be called upon to perform those duties customarily associated with a tenure-track position. These duties include, but are not limited to, teaching undergraduate and graduate courses, providing academic advisement for students, conducting scholarly activity such as research, mentoring graduate students in their research projects, supervising graduate students in clinical practicum, and performing service activities within the institution and to professional organizations outside the university. A competitive starting salary for an entry-level faculty member is \$50,000. An additional \$16,744 for benefits and \$1,200 annually for professional development would require a total investment of approximately \$67,944 for an additional faculty member.

The program will begin aggressively recruiting the additional faculty member at the beginning of the 2006-07 academic year. As has been the practice in the past, the chair of the department will develop a faculty search committee whose charge will be to advertise the position, develop a list of candidates, and schedule formal interviews. Once the committee has determined the top three candidates, these individuals will be invited to visit the EWU campus for formal interviews. The top candidate will then be selected by the search committee. The name of that individual will be sent to the chair of the department, who will in turn negotiate the terms of employment with the top candidate.

It is anticipated that the cost of faculty recruitment will be approximately \$5,100. This amount will be used as follows: (a) \$3,300 for airfare (\$1,100 per candidate); (b) \$1,056 for advertising (ads will be placed in the *ASHA Leader*, a trade publication; the *Convention Daily*, a newspaper distributed at the annual ASHA convention; and online at the website of the Council of Academic Programs in Communication Sciences and Disorders); (c) \$384 for accommodations (\$64 per night for two nights for each candidate); and (d) \$360 for meals (\$20 per meal for three meals a day for two days for each candidate).

The 2006-07 academic year will be used to identify, recruit, and hire the new faculty member. Therefore, it is anticipated that the new faculty member will not commence employment before the fall of 2007. However, the communication disorders program will have already accepted a large cohort of students for the 2006-07 academic year. Without temporary assistance during the 2006-07 academic year, the program will experience great difficulty in delivering a quality program. As such, the program requests that for the 2006-07 academic year, the \$67,944 set aside for the new faculty member will be used to hire part-time faculty. The program would like to be able to hire individuals to teach undergraduate courses and/or provide clinical supervision of graduate students during the 2006-07 year. This would allow permanent faculty to concentrate more on delivering a quality graduate experience to a larger class of students.

#### *Additional Support Staff*

Substantive increases in enrollment will also require additional support personnel. The program proposes increasing the employment of its present secretary from half-time to full-time to meet the additional demand for support services. At the secretary's current rate of pay, an increase from 50% to 100% employment would require an additional salary of \$13,000; with benefits equaling \$1,377 the total investment for additional support would be \$14,377.

The substantive increase in headcount and FTES enrollment will require the program's secretary to perform duties that are over and above what she currently performs. First, there will be a greater demand of the secretary's time for performing traditional office duties such as typing, maintaining and filing faculty and student records, answering student inquiries, making copies, running errands, and maintaining student information data bases. Second and just as importantly, additional staff time will be needed to maintain competency tracking software. The department recently purchased computer software to track each student's progress towards mastering the 190 knowledge and skills outcomes (i.e., academic and clinical competencies) delineated on ASHA's *Knowledge and Skills Acquisition* form. Maintaining this data base will require a considerable time investment on the part of the program's secretary—more time than the secretary is currently employed. By moving the program's secretary from 50% to 100% time, the program will be able to function effectively given the additional enrollment load.

#### *Recruitment of Under-represented Candidates*

It is estimated that approximately \$4,000 will be needed to create the CD-ROMs and iPod media that will be distributed to all high schools in the 18 counties that comprise the under-represented geographic regions of Washington State. Funds will be used to (1) pay for professional services to record

and create the media, (2) generate a sufficient number of copies for distribution, and (3) pay for postage costs related to distribution.

An additional \$4,000 is requested for travel funds. These funds will be used to pay for mileage, accommodations, and meals for faculty members who travel to under-represented regions of the state to meet with students for the purpose of recruitment. Every attempt will be made to ensure that each of the four under-represented geographic regions (Eastern Washington, Northwest, Southwest, and Tri-Counties) will be visited. In the case that several school districts within these regions request a visitation, such visitation trips will be coordinated and scheduled to minimize overall costs.

### *Statement of Institutional Support*

While the preference of Eastern Washington University would be that, should this proposal receive funding, those funds would be reflected in EWU's funding base for FY08, the administration understands this is not guaranteed. EWU is committed to maintaining the instructional and support services for the additional students enrolled in the communication disorders program. The Office of Academic Affairs will ensure that the college receives adequate funds to support the enrollments. The Office of Academic Affairs and the colleges receive base dollar allocations generated by increased tuition collected by the University. These two pools would be the source of funding to continue these programs.

### **Timeline for Implementation**

Table 3 provides a timeline for the implementation of all components of this proposal: (1) identifying, recruiting, and hiring an additional tenure-track faculty member; (2) increasing the program secretary's time from 50% (half-time) to 100% (full-time) employment; (3) designing, publishing and distributing a career fact book for high schools; (4) visiting high schools in under-represented regions of the state; (5) revising the undergraduate minor to make it easier for students from other programs to transition to graduate study in communication disorders; and (6) implementing assessment plans to determine the effectiveness and success of the proposal.

**Table 3**  
**Timeline for Implementing the Proposal**

<b>Task</b>	<b>Fall 06</b>	<b>Winter 07</b>	<b>Spring 07</b>	<b>Fall 07</b>
Larger cohort of students enters program	X			
Draft ad for additional faculty member	X			
Increase secretary time to 100%	X			
Design outlay of career fact book	X			
Informal interviewing of candidates	X			
Consult with professional publisher	X			
Bring candidates to campus		X		
Publish career fact book		X		
Distribute career fact book to schools		X		
Make visits to high schools		X	X	X
Evaluate effectiveness of the proposal		X		X
Make offer to the top faculty candidate			X	
New faculty member begins employment				X
Bring first-year cohort up to 25 students				X
Revise the undergraduate minor				X

### **Proposal Goals, Outcomes and Assessment Plan**

Three goals will be used to measure the success of this proposal:

- Goal 1: Increase the capacity of EWU's graduate program in communication disorders.
- Goal 2: Continue to graduate highly qualified and employable students during the transition to larger enrollments.
- Goal 3: Aggressively recruit and enroll students from under-represented ethnic/cultural groups and regions of Washington State into the program.

Table 4 summarizes the outcomes, measures, and responsible parties for the these three goals. Assessment for this proposal will be the responsibility primarily of the Chair of the Department of Communication Disorders as part of his ongoing, routine responsibilities for assessing the effectiveness of the communication disorders program. The chair, with assistance from the Associate Dean, College of Science, Health and Engineering, department secretary, and appropriate faculty, will examine progress toward each outcome on a periodic basis to determine if the outcome has been met or to ensure that plans are developed to address outcomes that aren't being met.



Student enrollment and FTE data will be computed on a quarterly and annual basis by the Associate Dean for Health Sciences, College of Science, Health and Engineering, in consultation with the Chair of the department. Should FTES data fall short of the expected outcome, adjustments will be made in the enrollment of future cohorts to increase FTES to the expected level.

On a quarterly basis, student mastery of academic and clinical objectives will be measured routinely in all academic courses and practicum experiences by the faculty who teach those courses or supervise the practicum experiences. For students who are not meeting the knowledge and/or skills outcomes needed for certification, a remediation plan will be developed to ensure their success. With a more proactive approach to student instruction and remediation, the expectation is that students will be well equipped to pass the program's comprehensive examination as well as the national specialty examination required for certification. Should pass rates on the comprehensive and/or national examination fall below acceptable levels, faculty will convene a retreat for the purpose of evaluating the program's curriculum to make adjustments to improve program effectiveness.

Similarly, enrollment data will be kept and monitored to assess the program's ability to recruit and enroll students from diverse ethnic/cultural groups and under-represented regions of the state. Should enrollment data indicate that the program is not succeeding at attracting these students, program faculty will convene to design and implement strategies that will increase the likelihood of attracting students who are under-represented in higher education.

**Table 4**  
**Outcomes, Measures, and Responsible Parties**

No.	Outcome	Measures	Responsible Party
1a	Enrollment in the graduate program will increase by 9.0 FTES by the end of the 2006-07 academic year. Total headcount enrollment will increase to 50 each year by the 2008-09 academic year.	Computation of headcount and FTES according to standard operating procedure	Associate Dean, College of Science, Health and Engineering
1b	The number of faculty in the department will increase from 5 to 6 by Fall 2007.	Count by Department Chair as part of existing procedures	Chair, Department of Communication Disorders
1c	The department secretary will move from 50% to 100% employment.	Timesheets signed by Department Chair as part of existing procedures	Chair, Department of Communication Disorders
2a	One-hundred percent of graduates from the program in 2007-10 will demonstrate they have the academic and clinical skills to be independent, competent speech-language pathologists.	Measurable behavioral objectives in each course and practicum experience; tracking of KASA knowledge and skills outcomes; results of the comprehensive examination	Individual program faculty and the Chair, Department of Communication Disorders
2b	The pass rate on the national examination in speech-language pathology will meet or exceed the national average.	Pass/fail data from the Educational Testing Service for the <i>Praxis Specialty Examination in Speech-Language Pathology</i>	Chair, Department of Communication Disorders
2c	One hundred percent of program graduates in 2007-10 will be employed in speech-language pathology positions within two months of graduation.	Alumni surveys distributed annually according to standard operating procedure	Chair, Department of Communication Disorders
3a	One hundred percent of high schools in the Eastern, Northwest, Southwest, and Tri-County regions of Washington will receive a career fact book.	Tracking and count by Department Secretary	Secretary, Department of Communication Disorders
3b	One hundred percent of high schools that request visitation by program representatives will be visited.	Tracking and count by Department Chair	Chair, Department of Communication Disorders
3c	Students from under-represented ethnic/cultural groups and from under-represented regions of the state will comprise 20% of the graduate student body by 2012.	Tracking and count by Department Chair	Chair, Department of Communication Disorders
3d	By revising the undergraduate minor, the program will recruit ten students from other programs within EWU by 2012.	Tracking and count by Department Chair	Individual program faculty and the Chair, Department of Communication Disorders

**Eastern Washington University**  
**High Demand Proposal**

**Communication Disorders**

2006-07 HIGH DEMAND ENROLLMENTS

New Students Served by this proposal

Student Headcount (Optional)	Student FTE (Required)
	9.0

	Staff Headcount	Staff FTE	One Time Costs	Recurring Costs	Total Costs
	Optional	Required	All Sources	All Sources	All Sources
<b>Faculty Salaries (including benefits)</b>					
Faculty including benefits	1.0	1.0		66,744	66,744
Adjuncts including benefits					0
TA Salaries including benefits					0
<b>Staff Salaries (including benefits)</b>					
Exempt					0
Classified	1.0	0.5		14,377	14,377
Hourly					0
<b>Personal Service Contracts - describe</b>					0
<b>Goods and Services</b>					
Travel			5,100	1,200	6,300
Equipment			4,000		4,000
Other - describe if over \$5000			4,000		4,000
<b>Total Instruction</b>	2.0	1.5	13,100	82,321	95,421
<b>Recurring Indirect Costs:</b>					
Primary Support					0
Libraries				5,261	5,261
Student Support Services				8,851	8,851
Institutional Support				14,357	14,357
Plant Operation and Maintenance				12,358	12,358
<b>One-time Indirect Costs (Grant Admin)</b>			0		0
<b>Total Expenditures (Uses)</b>	2.0	1.5	\$ 13,100	\$ 123,148	\$ 136,248
<b>Total Cost Per Student FTE</b>					15,139
<b>Less: Annual Tuition Per Student</b>					4,532
<b>Requested State Funding Per Student FTE</b>					<b>10,607</b>

**Notes:**

Institutional costs will be supported by tuition dollars only.

Grants Administration costs at 8% are waived for the FY 06-07 High Demand Program in order to provide maximum benefits to programs and students.

EWU reserves the right to apply Grants Administration costs in future years of the program.

Graduate tuition has been calculated as follows: \$2,036/qtr. X 3 qtrs. = \$6,108 x 6% anticipated tuition increase = \$6,474 per headcount

Tuition budgeted in the spreadsheet is calculated as follows: \$6,474 x 6.3 headcount = \$40,786 divided by 9 FTEs = \$4,532